

**Senovia Wilson**

**Reading Coach**

Reflect on the data:

**Team to Teach Tool 5.3- Reflecting on the Data** (use Tool 5.1 for data resources)

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| **Question** | **Answer** | **What other info. do we need?** |
| 1. What sources of data did we examine? | ARMT, SAT-10 and STI assessment | Harcourt Benchmark Assessment data |
| 2. What parts of these data really caught our attention? | Majority of the students that received a Level 2 on the ARMT scored low on the SAT-10 and STI assessment. There was a correlation between the ARMT, SAT-10, and | Collect ample information on  Students’ behavior and other attributes |
| 3. What part of these data  encourage you the most? | In the third grade, there 0% of the students perform at Stanine Level 1. 20% of the students are performing at the Stanine Level 2. 80% of the students are performing at Statnine Level 3. | Implement data analysis meeting to identify interferences and red flag issue. Identify the root cause of the red flag issue. |
| 4. What parts concern you the most? | My school needs to implement strategies to increase and transition Level 2 students into Level 3 students. | Analyze three consecutive years data |
| 5. What differences, if any, are there in grades, attendance, and behavior among our students? | I noticed that all of the students were passing in reading but failing on standardized assessments. I realized that the students were passing in reading because teachers were retesting students until they reach 85% mastery on different skills. | Analyze initial assessment and retake assessment  Observe students prior to giving a retake assessment |
| 6. Do some groups achieve at higher levels than others? | Yes, some groups achieve at a high level than others because they learning according to their learning modality and at a different rate. | Student observation needs to occur to ensure that various accommodations are implemented according to students’ learning modality. |
| 7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more? | Darryl, Tyrell and Jerman are not working to potential. Because of the exposure to challenging work, Myesha reading grade improves from a D to a C. | Do we need to make more accommodations for the students? Are the students receiving Tier I, Tier II, and Tier III instruction? |
| 8. Which groups appear to need instruction more tailored to their learning styles? | The special education students and intensive students need more instruction tailored to their learning style. | Use multiple forms of data to identify miscues, weakness, and interference. |
| 9. What other questions does this data raise for you? | Are teachers providing explicit instructions? Are the students receiving all three Tiers to reinforce skills? | We need to track students’ data to see if they are continually having the same problems.  Identify the root cause of the problem |
| 10. What are the implications for what our professional learning team should focus on this year? | The professional learning team needs to focus on student’s interferences and integrate research based strategies to help students become skillful readers through the five basic components of reading | We need to take anecdotal notes to monitor students’ performance. We need to feedback to students after assessments to help reinforce and clear up any misconceptions. |